DOCUMENT RESUME

ED 098 341 CE 002 421

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TITLE	Views of Members Toward Their Michigan Extension Study Groups. ANREI Publication No. 27.
INSTITUTION	Michigan State Univ., East Lansing. Coll. of Agriculture and Natural Resources Education Inst.
REPORT NO	ANREI-27
PUB DATE	Oct 73
NOTE	59p.; For a related document, see CE 002 420
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Classes (Groups of Students); *Discussion Groups; Extension Agents; *Extension Education; *Home Economics Education; Participant Satisfaction; Questionnaires; Surveys; Tables (Data); *University Extension
IDENTIFIERS	*Michigan

ABSTRACT

The survey was designed to find out how the Extension Home Economists' lessening contact with extension study groups (ESGA) affected the clubs, the image of the home economist among club members, ideas for improving the ESGs, and to compare areas of the State. Research procedures included the use of a questionnaire and detailed instructions to each home economist for sampling her ESG mailing list. The data gathered are tabulated and provide information descriptive of the women themselves and their situation, including such aspects as home location, age, and annual family income. Three areas of the State are compared in the findings. Some conclusions were that: (1) members felt ESGs were important to them personally; (2) more than 75 percent of the women said they were either "satisfied" or "somewhat satisfied" with their ESGs; (3) a majority reported that the help of the extension home economist to their ESGs was adequate; and (4) members said the two most important things about their ESGs were learning and fellowship. There are 31 tables and the appendix consists of letters and forms related to the survey. (NH)

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ANREI Publication No. 27

Views of Members Toward Their Michigan Extension Study Groups

ED 098341

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October 1973

CE 002 421

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VIEWS OF MEMBERS TOWARD THEIR MICHIGAN EXTENSION STUDY GROUPS (SPRING, 1972)

by Mason E. Miller*

INTRODUCTION

Cooperative Extension Service programs in home economics have traditionally been based on the study group. The study group is made up of women who come together regularly for both social and educational purposes. It is a local club, with officers and a regular program.

Extension study groups (ESGs) have provided a group way for Extension home economists to reach more women with educational materials than they could contacting them one at a time. The ESGs also have been a vehicle whereby women of a community could share their accumulated knowledge and skills with one another. Since selected members also attend special training meetings in subjects of their interest, and then are expected to reteach that material to their own club, the ESGs are also a leadership and teaching training ground for local women.

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This research was supported by the Michigan Agricultural Experiment Station and the Michigan Cooperative Extension Service. Use of the Michigan State University computing facilities was made possible through support, in part, from the National Science Foundation.

I want to express my appreciation to the following persons for their help with this project: Karn and Krista Weirman, students, for helping with coding and other details; James Mullin, Applications Programer in the Computer Center, for handling the computer work; Sue Smalley Lambrecht, Extension Home Economist, who helped create the coding categories; Douglas Miller, student, who drew up the sampling plan; and Melanie Russell, who did the graphics. The support and encouragement of Dr. Lois Humphrey, Program Director, Family Living Education, for the project was most appreciated.

ESGs have been in existence before Extension began in 1914. They began in a small way in the South in 1913--as an expansion of girl's club work (1). Some groups stay together for most of the adult life of their members. Others fade out and die as interest and support wanes. And new ones are constantly being formed as new women become interested in the program.

While ESGs seem to perform important functions for the women involved, and are a medium for getting Extension educational programs carried out with those women and others, Michigan Extension Home Economists have found that they cannot devote full time to servicing these groups. They must expand their efforts and methods to work with as many audiences as possible in their counties and areas. In addition, some years ago Michigan Home Economists changed from one EHE serving a single county to having a team to serve an area including several counties. So there has been a definite movement on the part of Extension Home Economists to put more of the responsibility for ESG programing on the ESG members themselves, to provide more "packaged" programs, and to spend less time attending, servicing, and/or teaching at ESG meetings.

This shift by Home Economists in the Michigan Cooperative Extension Service has taken place over a number of years. It has caused some trying times for both the ESG members and the Home Economists, as well as providing some real opportunities for the clubs to develop and use their own resources.

During 1971-72, Michigan Cooperative Extension Service Home Economists in the upper part of the lower peninsula of Michigan served as the Research Committee for their Michigan Association of Extension Home Economists. That

Research Committee wanted to evaluate the Michigan ESGs and received permission from the MAEHE to go ahead with such a study.**

The Research Committee approached the author for help in conducting a survey among Michigan ESGs. Together, the Committee and the author developed the questionnaire and procedures eventually used.

RESEARCH PROCEDURES

The Research Committee was interested in finding out how the Extension Home Economists' lessening contact with the ESGs was affecting the clubs as well as the image of the Home Economist among club members. They also were interested in ideas as to how the ESGs could be improved. And they wanted to compare areas of the state in the findings.

From these concerns, a questionnaire was drafted. That questionnaire was then field-tested on a limited scale by members of the Committee. From that experience, the author drafted the final questionnaire.

The final questionnaire was distributed to Extension Home Economists in late May and early June 1972, for distribution by them to ESG members in their areas. Each Home Economist was sent covering letters, questionnaires, and return penalty envelopes to send out. In addition, each Home Economist received detailed instructions for sampling her ESG mailing list to get the proper number and distribution of ESG members from her area (see Appendix).

**Michigan Cooperative Extension Service Home Economists serving on the MAEHE Research Committee when it started working on this project were: Bonnie M. Hamlin, Chairperson, Julia Beard, Mary Luttinen, Merrily Baldwin, Martha Martin, and Susan Smalley. At the completion of the project, the group consisted of: Bonnie M. Hamlin, Chairperson, Kristin Sorgenfrei, Corrine Hahn, Julia Beard, Mary Luttinen Pierce, Merrily Baldwin, Sharon Fritz, and Helen Meach.

County mailing lists for the Michigan Association of Extension Homemakers were used to draw the sample. These were the official 1971-72 lists of those who had paid dues to the organization. They included 15,853 women. The systematic random sample was 573 women--approximately 3.6 percent of the total membership.

One Extension Home Economist in each of the 31 areas of the state was asked to select a specific number of names from the MAEH mailing lists in her counties, and to start the selection with a particular number on the list and pick systematically every nth name after that.

Figure 1 shows the 31 Extension Family Living programming areas of the state. Each Extension Home Economist usually serves more than one county and often works as a team with one or more other home economists in that same multi-county area.

In addition, Figure 1 indicates the areas included in the upper peninsula, lower-upper peninsula, and lower-lower peninsula for this study.

TABLE 1. Percentage of Questionnaires Returned, by Family Living Education Areas.

Area	% return	Area	% return
1	48	17	60
2	57	18	100
3	57	19	24
4	51	20	40
5	30	21	60
6	34	22	40
7	48	23	20
8	40	24	60
9	57	25	40
10	46	26	60
11	46	27	50
12	53	28	50
13	26	29	50
14	47	30	50
15	33	31	91
16	50		

Figure 1

Paired numbers--

First number is the number of questionnaires sent to that area.

Second number is the number of questionnaires returned from that area.

Circled numbers are designating the 31 Family Living Education program multi-county areas in Extension for the state.

Cross-hatched area is the upper-lower peninsula for this study. The upper peninsula is above that area, the lower-lower peninsula below it.

On July 6, penalty postcards were sent out to the same Home Economists for them to send to their list of participants in the sample. These were reminder cards, asking that the respondents return the questionnaires if they had not (see Appendix).

All completed questionnaires were mailed to the author, rather than back to the Home Economist or being picked up by her. Out of the 593 sent out, 279 usable ones (48 percent) were returned.

Our hope had been to get high enough return so that we could generalize from these data to the state as a whole. Returns were disappointing in that regard. The data from this study must be taken as representative of this group of respondents only. However, the sample is distributed across the state and is broad in that sense.

DATA GATHERED

We gathered information descriptive of the women themselves and their situation:

1. the area of the state they lived in--upper peninsula, upper-lower peninsula, lower-lower peninsula
2. home location--rural or urban
3. age
4. annual family income
5. number of formal organizations belonged to
6. number of years they had been ESG members
7. number of members in their ESGs

Then they were asked to respond to a number of items concerning their ESGs, their attitudes toward those ESGs, and their beliefs as to what makes ESGs appealing or not appealing to women:

1. importance of the ESG for them
2. level of satisfaction with their ESG
3. whether or not they would like to see ESGs doing something different, and then specific changes they'd like to see made in ESGs
4. the adequacy of the help from the EHE to the ESG, and why they saw it that way
5. their perception of what the EHEs do, and their ratings of what those activities is most important for them personally, and for their community
6. whether or not they "reteach" what they learn in ESG to others, to whom, and how
7. the most important thing about ESGs for them
8. why women join ESGs, why they don't, and why they drop out

FINDINGS

Description of the Respondents

Similar proportions of responses came from each of the three areas of the state.

TABLE 2. Areas of the State Respondents Lived in

Area	Number of Questionnaires Sent out	Number of Respondents	% Responses are of Questionnaires Distributed
Upper Peninsula	70	32	45
Upper-Lower Peninsula	115	53	46
Lower-Lower Peninsula	388	194	50
Total	573	279	48

Most respondents lived in rural areas, although over half of those listed themselves as "rural non-farm."

TABLE 3. Home Location of Respondents

Home Location	% Respondents
Rural Farm	29
Rural Non-farm	41
City under 10,000	20
City over 10,000	10
Total	100
	N=278***

This is in line with the origins of ESGs as principally groups of rural women organized by Extension Home Economists working principally in the rural areas. The figures also reflect the decreasing commercial farm population, with fewer rural residents farming and more people living in rural areas but not farming.

Respondents tended to be in the upper age ranges. Seventy-six percent were 41 years of age or older. Yet forty-five percent were under 50.

TABLE 4. Age of Respondents

Age (years)	% Respondents
22-30	7
31-40	17
41-50	21
51-64	36
65 and over	19
Total	100
	N=278

***Throughout this report, totals may be less than the 279 respondents because not all respondents answered all questions.

ESG members responding to the questionnaire tended not to be in the lowest income brackets. In fact, 79 percent reported annual family income of $5,000 or more. And 38 percent reported over $10,000.

TABLE 5. Annual Income of Respondent Families

Yearly Income	% Respondents
$3,000 and under	11
$3,000-$ 5,000	10
$5,000-$ 7,500	19
$7,500-$10,000	22
Over $10,000	38
Total	100
	N=265

TABLE 6. Number of Formal Organizations--Other than the ESGs--the Respondent Belongs to

Number of Organizations	% Respondents
0	11
1	18
2	33
3	24
4 to 7	14
Total	100
	N=265

Most respondents belonged to more organizations than just their ESG. Almost 90 percent belonged to some organization other than the ESG. Over a third (38 percent) reported being active in three or more other organizations. Thus the respondents tend to be "joiners."

There was a wide spread among the respondents in terms of the length of time they had been members of an ESG. The range was from one year to 52.

TABLE 7. Number of Years Respondents Had Been in an ESG

Number of Years	% Respondents
1-5	30
6-10	19
11-20	28
21-52	23
Total	100
(Mean = 14, Median = 11)	N=268

Thus responses to the questionnaire do represent a wide range of length of experience with ESGs, and so should give some insights as to members' views of ESGs at various life stages.

ESG members were asked how large their clubs were. There was a rather wide range of sizes, from 4 to 50 members.

TABLE 8. Number of Members in Your ESG

Number of Members	%
1-10	18.4
11-15	34.8
16-20	30.7
21+	16.1
Total	100.0
(Mean = 15, Median = 15)	N=267

The majority reported 15 members or fewer. Almost 2/3rds fell between 11 and 20.

Comparison With 1954-55 Data

Taggart, Harris, and Somerfeld (3) conducted a survey of ESG members in 1954-55. At that time, there were 38,986 members. Of these, 6,385 responded to a mail questionnaire.

Some of the data from that study are comparable enough for comparisons to be made with the present study. These comparisons, because the differences reflect changes we know to have taken place, add further support to the usefulness of these 1972 data in thinking about the ESGs as a whole.

Figure 2 compares member ages. In general, the 1954 members were younger and the 1972 members older.

Figure 3 compares length of membership in ESGs. The bulk of the 1954 respondents had been in ESGs for less time than had the 1972 respondents.

Figure 4 compares the two groups as to their home location. Reflected here is the shift between 1954 and 1972 from farm to nonfarm rural. Also, there were more small-town ESG members reporting proportionately in 1972 than in 1954.

In general, these comparative data confirm what EHEs and others have said was taking place--ESG members are getting older, staying with the clubs longer, and no longer are so highly farm women.

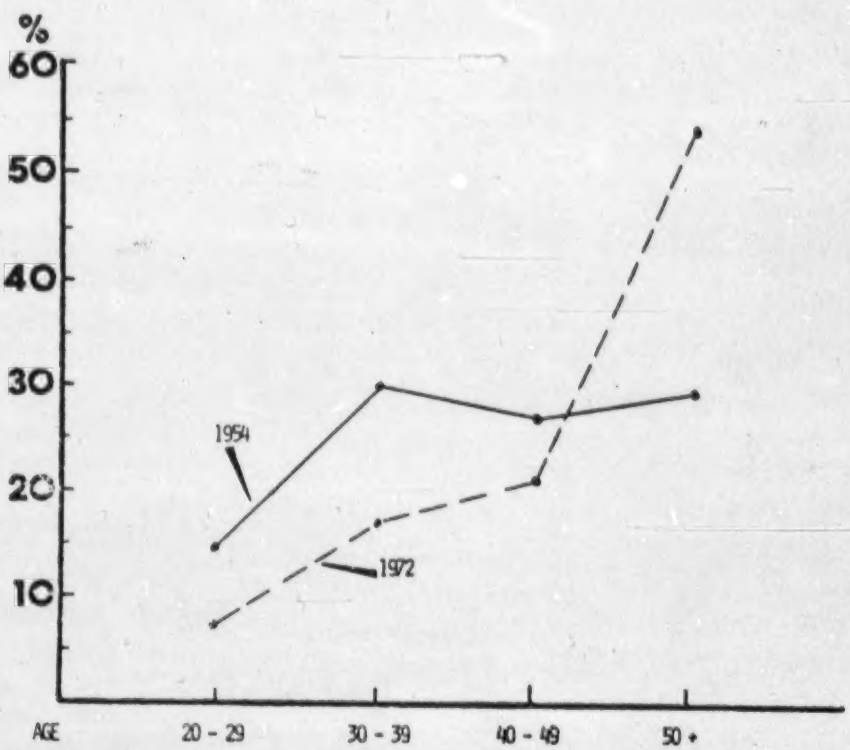

Figure 2. Comparison of ESG members' ages, 1954 and 1972.

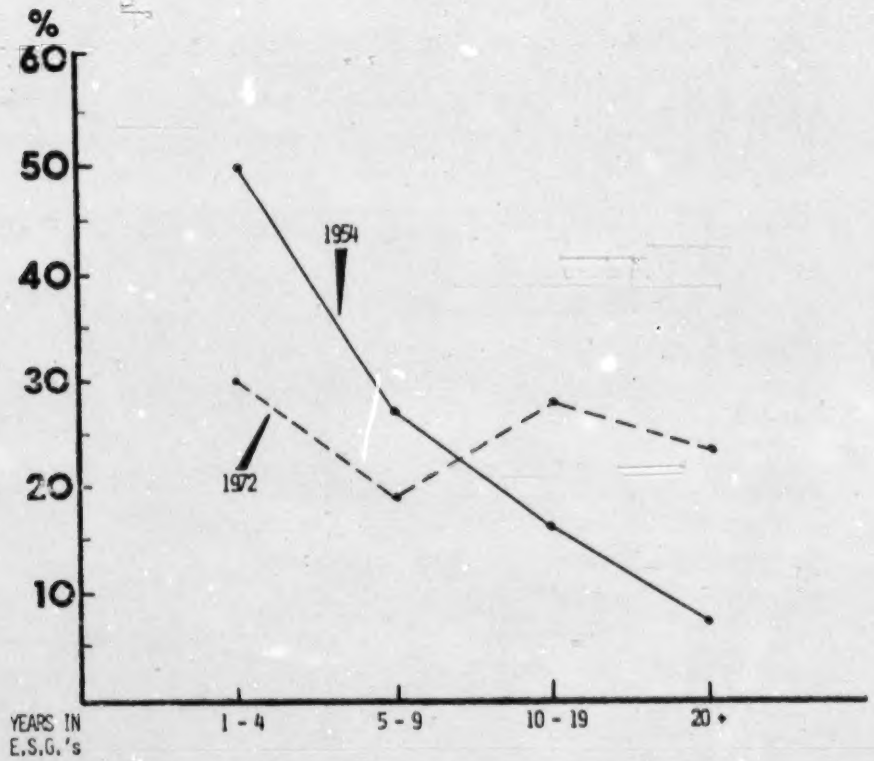

Figure 3. Comparison of length of ESG membership, 1954 and 1972.

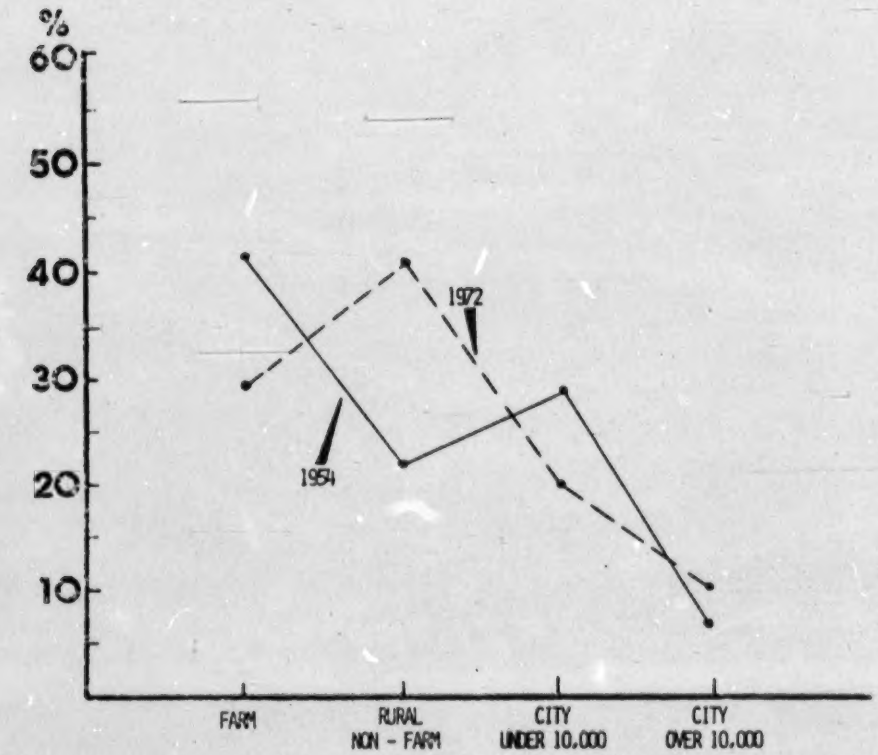

Figure 4. Comparison of place of residence of ESG members, 1954 and 1972.

ASSOCIATIONS OF AREA OF THE STATE WITH OTHER MEMBER DESCRIPTORS

We compared the three areas of the state--the UP, the upper-lower peninsula, and the lower-lower peninsula--on the other descriptor variables. There were no significant differences among the three areas on respondent ages. However, significant differences did exist on home location and annual income.

TABLE 9. Home Location vs. Area of State Lived in

Home Location	Area of State			% of Total
	Upper Peninsula	Upper-Lower Peninsula	Lower-Lower Peninsula	
	%	%	%	
Rural Farm	15	13	36	30
Rural Non-farm	44	58	36	40
City under 10,000	38	27	15	20
City over 10,000	3	2	13	10
Total	100	100	100	100

x^2=29.346, 6 df, <.001. N=278

The largest percentages of respondents were rural--overall, 70 percent of the respondents. Rural non-farm was the largest category or tied for first in all three areas. Cities over 10,000 contained few of the respondents.

The lower-lower peninsula had a larger rural farm representation than did the other two areas. It's representation in cities over 10,000 also was greater than for the other two areas.

The upper peninsula had it's largest representation among the rural non-farm and the cities under 10,000.

TABLE 10. Annual Family Income vs. Area of State Lived in

Annual Family Income	Area of State			% of Total
	Upper Peninsula	Upper-Lower Peninsula	Lower-Lower Peninsula	
	%	%	%	
$3,000 and under	19	4	11	11
$3,000-$ 5,000	25	6	9	10
$5,000-$ 7,500	25	31	15	19
$7,500-$10,000	19	22	23	22
Over $10,000	12	37	42	38
Total	100	100	100	100

x^2=24.148, 8 df, <.01. N=265

Respondents from the upper peninsula reported significantly lower incomes than did respondents from the other two areas--44 percent below $5,000. The lower-lower peninsula tended to report more both lower and higher incomes than did the upper-lower peninsula respondents. Overall, 60 percent reported annual incomes of $7,500 and over.

TABLE 11. Annual Family Income vs. Number of Years in ESG

Annual Family Income	# Years in ESG				% of Total
	1-5	6-10	11-20	21+	
	%	%	%	%	
$3,000 and under	3	8	16	18	11
$3,000-$ 5,000	3	6	12	23	11
$5,000-$ 7,500	10	15	27	25	19
$7,500-$10,000	30	21	15	21	22
Over $10,000	54	50	30	13	37
Total	100	100	100	100	100

x^2=53.682, 12 df, <.001. N=256

There were no significant differences among the three areas in terms of number of members in the ESGs of respondents.

Then the number of years respondents had been in ESGs was looked at in relation to home location and annual income. Chi square for number of years vs. home location was not significant. But number of years vs. annual income was.

Those respondents in ESGs 10 years or less tended to have the higher incomes. Only 45 percent of those in ESGs 11-20 years reported incomes of over $7,500; and only 34 percent so reported in the 21-years-and over category.

The lower income figures for these latter groups may at least in part represent the lower income usual for retired persons to have.

This finding was supported by a significant association between annual family income and age of respondent (x^2=51.90, 8 df, <.001). In this case, all age groups but the over-65 tended to have a greater proportion of respondents in the higher income brackets. The over-65 group was reversed--with more respondents in the lower income groups.

There were no significant differences by area of the state in the proportion of respondents belonging to different numbers of non-ESG formal organizations. However, there was a significant difference when number of years in ESG was examined in relation to number of formal organizations belonged to.

TABLE 12. Number of Non-ESG Formal Organizations Belonged to vs. Number of Years in ESG

# Non-ESG Formal Organizations Belonged to	# Years in ESG				% of Total
	1-5	6-10	11-20	21+	
	%	%	%	%	
0	19	5	10	6	11
1	24	23	13	15	18
2	37	34	30	34	34
3	17	23	29	24	23
4+	2	15	18	21	14
Total	99	100	100	100	100

x^2=25.313, 12 df, <.02. N=256

Women in ESGs 1-5 years belonged to fewer organizations than did women from the other three membership longevity groups. Respondents tended to be

quite active organizationally--with 71 percent busy in two or more groups beside their ESG. This level of activity could have something to say about the time they potentially have available to actively lead or teach in ESGs.

When the number of non-ESG formal organizations the respondents belong to was related to home location and to annual family income, neither relationship was statistically significant.

There were no significant differences in the number of members in the ESGs by areas of the state or by the number of non-ESG formal organizations belonged to, compared with size of ESG. There were differences according to size of ESG by the number of years the respondent had been a member of ESG.

TABLE 13. Size of Club vs. Respondent's Longevity in ESG

# of Members in Respondent's ESG	# Years in ESG				% of Total
	1-5	6-10	11-20	21+	
	%	%	%	%	
10 and under	27	14	17	15	19
11-15	27	39	45	32	35
16-20	36	23	28	28	30
21+	10	24	10	25	16
Total	100	100	100	100	100

x^2=18.613, 9 df, <.05. N=257

Except for the 21+ year-members, a majority of each membership-longevity group reported being in the 15-or-below sized clubs. Newer members reported the largest proportion in 10 and under ESGs. About 2/3 rds of all respondents reported their ESGs were between 11 and 20 members.

SUMMARY

In summary, then, respondents were proportionately about equally distributed among the three major geographic areas of the state, tended to live in the rural areas more than in cities, tended to be over 40 years of age, had annual family incomes of $5,000 and over, were active in formal organizations other than ESGs, and represented a fairly wide range of years in ESGs--from 1 to 52. ESG size ranged from 4 to 50 members, with over half the respondents reporting their ESGs between 11 and 20 members.

Women in the ESGs over 5 years tended to belong to more other formal organizations than did women in the ESGs less than that time--with 71 percent belonging to two or more groups besides the ESG.

The lower peninsula as a whole had a greater proportion of respondents from rural areas than did the upper peninsula of the state, where some 41 percent of the respondents were from cities. Upper peninsula respondents also reported lower incomes than did women from the other two areas. There was no significant difference among the three areas when they were compared on the size of ESGs respondents belong to, or on age of respondents.

Respondents belonging to ESGs 10 years or less tended to have higher incomes than those in ESGs longer.

Importance of the ESGs for Members

Respondents were asked how important their ESG was for them--and given a five-point scale running from "of no importance" to "very important" on which to record their response.

TABLE 14. Importance of ESGs to the Respondents

		%
Of no importance	1	2.2
	2	5.8
	3	31.0
	4	32.5
Very important	5	28.5
Total		100.0
		N=274

Combining the three lowest categories--those nearest "no importance"--to be conservative, and then the two highest as the indicators of ESGs being important to the respondent, gave 107 in the former category and 167 in the latter. This difference is highly significant (x^2=13.4, 1 df, <.001)--indicating that respondents tended to feel that ESGs are important to them. Over 90 percent of the responses were in the three most favorable places on the scale--over 60 percent in the top two.

Respondents' ratings of the importance of their ESGs to them were looked at in relation to area of the state, age, years in ESGs, home location, annual income, number of non-ESG formal organizations belonged to, and number of members in the respondent's ESG.

There was a tendency for the higher the income, the lower to be the satisfaction with ESGs. However, this tendency did not reach a .05 level of significance.

Only age and number of years in ESG were significantly associated with ratings of ESG importance.

TABLE 15. Importance of ESG vs. Age of Respondents

Importance of ESG	Age of Respondent					% of Total
	22-30	31-40	41-50	51-64	65+	
Little Importance	43	47	54	30	29	39
Important	57	53	46	70	71	61
Total	100	100	100	100	100	100

x^2=12.39, 4 df, <.02. N=273

In general, the higher the age, the more important the ESGs are to the respondents. This is particularly true for women 51 years of age and over. One group--those between 41 and 50--was the only one with fewer than 50 percent rating their ESG "important."

TABLE 16. Importance of ESG vs. Number of Years in ESG

Importance of ESG	# Years in ESG				% of Total
	1-5	6-10	11-20	21+	
	%	%	%	%	
Little Importance	49	38	40	20	38
Important	51	62	60	80	62
Total	100	100	100	100	100

x^2=12.78, 3 df, <.01. N=264

Again, in general, increasing number of years in ESGs goes along with an increasing level of satisfaction with ESGs. Of course, age and number of years in ESG would themselves tend to be correlated. So it is reasonable that if one is correlated with a variable, the other would be, too.

How do ESG members rate their ESGs in relation to the other formal organizations they belong to? Respondents were asked to check a four-point scale running from "least important" to "most important."

TABLE 17. Importance of ESG, Compared With the Other Formal Organizations She Belongs to

	%
Least Important	11.2
More Important Than Some	41.5
More Important Than Most	32.2
Most Important	15.1
Total	100.0
	N=258

Slightly less than 50 percent rated the ESGs either "more important than most" or "most important." Almost 90 percent rated them at least "more important than some."

There was no statistically significant relationship between level of importance of the ESG compared with other organizations the member belonged to and any of the three descriptor variables--area of the state, number of years in ESG, or number of ESG members. Number of formal organizations--other than ESG--belonged to, however, was significantly related.

TABLE 18. Relative Importance of ESG vs. Number of Non-ESG Organizations Belonged to

Relative Importance of ESG	# Non-ESG Formal Organizations Belonged to					% of Total
	0	1	2	3	4+	
Least Important	10	11	9	14	14	11
More Important Than Some	5	33	49	48	52	43
More Important Than Most	30	36	33	30	31	32
Most Important	55	20	9	8	3	14
Total	100	100	100	100	100	100

x^2=43.029, 12 df, <.001. N=250

As might be expected, women who said they belonged to no other formal organizations tended to rate the ESGs higher--more important for them--than did the other women. It is interesting to speculate why they answered this question in any way other than "most important." It is possible they were reflecting on just how important the ESG is for them in relation to all other kinds of activities engaged in and/or possible. However, we have no data to clarify this problem. The questionnaire did not offer them an appropriate response. So they may have been doing the next best thing!

Women who belonged to one other formal organization were the second most favorable group toward the ESGs. Fifty-six percent of them ranked their ESG "more important than most" or "most important."

The other three groups ranked their ESGs mostly "more important than some," or "more important than most." In general, the more organizations they belonged to, the less relative importance the ESGs had for them.

Members' Satisfaction With ESGs

Next we looked at the women's satisfaction with their ESG. Remember, they tended to rank the ESG as important to them. They also were fairly well satisfied with the ESGs.

TABLE 19. Respondent's Level of Satisfaction With Her ESG

	%
Dissatisfied	4.8
Somewhat dissatisfied	18.3
Neither	1.8
Somewhat satisfied	36.6
Satisfied	38.5
Total	100.0
	N=273

Clearly the respondents weren't neutral! They had opinions--mostly on the satisfied side, with over 75 percent marking "somewhat satisfied" or "satisfied." Throwing "neither" in with the two "dissatisfied" categories, and combining the two "satisfied" categories, gave 68 "dissatisfied" responses vs. 205 "satisfied"--a highly significant difference (x^2=68.76, 1 df, $<$.001).

Age, home location, annual income, number of non-ESG formal organizations belonged to, number of ESG members, and number of years in ESG did not show significant differences when looked at in relation to level of member satisfaction with the ESGs. The only variable that was significantly associated was the area of the state.

TABLE 20. Level of Satisfaction with ESG vs. Area of State Lived in

Level of Satisfaction With ESG	Area of State			% of Total
	Upper Peninsula	Upper-Lower Peninsula	Lower-Lower Peninsula	
	%	%	%	
Dissatisfied	10	40	23	25
Satisfied	90	60	77	75
Total	100	100	100	100

x^2=10.04, 2 df, $<$.01. N=273

Respondents in the upper-lower peninsula were proportionately less satisfied with their ESGs than were women from the other two areas of the state. Upper peninsula respondents had the highest proportion satisfied.

One possible source of dissatisfaction with the ESG program shown in Table 20 is the help received from the Extension Home Economist. While there

was some tendency (x^2=4.88, 2 df, <.10) for respondents from the upper-lower peninsula to rate their EHE's help less adequate than respondents from the other two areas, the difference was not statistically significant.

At the same time, EHE's in that area of the state are assigned not only Family Living Education responsibilities but also responsibilities for Extension 4-H Youth programs. These "half-and-halfers" simply have less time to spend on the ESGs. It is possible that this situation is being reflected in these figures.

At the same time they were expressing general satisfaction, the women definitely wanted their ESGs to be different. We asked, "Would you like to see your ESG doing something different from what it does now?" The responses were:

	%
Yes	63
No	37
Total	100

(x^2=15.81, df, <.001, N=251)

Differences in wanting or not wanting something different done were not related to area of the state, number of years in ESG, number of non-ESG formal organizations belonged to, or number of ESG members.

Then we asked them what they would like to see done differently.

TABLE 21. Changes Respondents Would Like to See Made in Their ESGs

	%
Offering of crafts and skills	41
Improvement of lessons, make them more interesting, better leading and teaching	30
More community involvement and subject matter--reach more people, be more practical, reach those who need help, better public relations	11
New lessons--have had the old ones, needs of specific audiences like the elderly are neglected, young homemaker overemphasized, more personal enrichment needed	6
Members become more active	3
Generally satisfied - no specific recommendations	3
Other	7
Total	100
	N=173

Of those responding to this question, over 40 percent wanted ESG offerings in crafts, and in homemaking skills. Over 30 percent of the comments had to do with lessons--improving them, getting new lessons, meeting the needs of more specific audiences with the lessons.

Again, desired changes were not significantly different by area of the state, number of years in ESG, number of non-ESG formal organizations belonged to, or number of ESG members.

ESGs and the Home Economist

Another area of interest was how the ESG members felt about the Extension Home Economists working with them. So we presented them with a scale to mark as to how adequate they thought the Home Economist's help to their ESG was.

TABLE 22. Adequacy of Extension Home Economist's Help to ESG

		%
Very adequate	1	41
	2	17
	3	20
	4	10
Very inadequate	5	12
Total		100
		N=265

Combining categories 1 and 2 gives 58 percent "adequate" responses; and combining categories 3, 4, and 5--to be conservative--gives 42 percent "inadequate" responses. There are significantly more "adequate" responses (x^2=5.74, 1 df, <.02). Forty-one percent said their EHE's help was "very adequate."

We next asked them why they thought the Extension Home Economist's help to their ESG was adequate or not.

TABLE 23. Reasons Respondents Answered the Way they did when Asked How Adequate the Help was the EHE gave their ESG

	%
Positive Reasons	
EHE is capable, helpful, good planner, provides good information	50.8
Interesting, useful, relevant lessons	9.7
EHE shows enthusiasm, has pleasing personality	6.3
Other positive	5.4
Negative Reasons	
Poor job done by EHE	9.3
Time and area limitations of EHE	6.3
Lessons not pertinent	4.2
Lack of interest from group members	3.0
Old lessons repeated	.8
Other negative	4.2
Total	100.0
	N=235

Over 70 percent of the responses were favorable to the help given by the Extension Home Economist. Over 50 percent were comments relating to the expertise and competence of the Extension Home Economist. Over 6 percent were comments relating to her personality and spirit.

Of the negative reasons, the largest group--9 percent--were related to the Extension Home Economist doing a poor job, without specifics being given as to just what the complaint was. The next largest category acknowledged the time and area limitations on the Extension Home Economist, without necessarily blaming her personally.

The reasons given for answering "How adequate is the ESG help from the EHE?" the way they did were not different by the number of non-ESG formal organizations belonged to, the number of ESG members, or area of the state.

We were interested in what ESG members thought an Extension Home Economist did. Sometimes to the Extension Home Economist involved, it seems as if ESG members think they have their job just so they can serve the ESGs! We asked respondents to mark a checklist of activities they thought Extension Home Economists might do. Then we asked them to indicate which one of those activities was (1) most important to the respondent, and (2) most important to her community--from her point of view.

TABLE 24. What Does an EHE Do? What's Her Most Important Activity for You, Your Community?

EHE Activity Checklist	% of Those Responding to These Items		
	EHE Does	Most Important for You	Most Important for Community
	%		
Plan lessons for ESGs	94	35	/
Provide answers to homemakers' questions	92	26	9
Provides consumer information	90	30	18
Cooperates with other agencies and community groups	86	4	25
Does radio, tv programs, newspaper articles	85	3	22
Keeps herself up to date professionally	84	8	3
Provides resource people for local programs	68	6	6
Assists families who have limited resources	67	10	18
Train 4-H leaders	61	3	16
Organizes programs for all family members	47	8	10

N=279

All activity items except one were checked by over 50 percent of the respondents. Thus ESG members responding seem to have a pretty good idea of the multitude of obligations an EHE has.

The "most important for you" items ranked very much like the "what an EHE does" list. The major exception was that they ranked her doing radio and tv and newspaper articles and "cooperates with other agencies" considerably down the list as "important to you."

Cooperating with other agencies and community groups, providing consumer information, doing mass media work, and assisting families who have limited resources were ranked highest of the EHE activities "important to the community."

Although 84 percent thought the EHE kept herself up to date professionally as one of her activities, very few selected that item as the most important one for the respondents or for the community. This is not evidence that that activity is not important, but rather that these respondents saw other activities as more directly pertinent to them and their communities.

The respondents also rated "provides resource people for local programs" low in importance to them and to their communities. It is not known for sure whether or not they were thinking of their own ESG programs when answering. However, they put such EHE activities far down the line.

Members as Diffusers

We were interested in whether or not ESG members take part in a "two-step flow" of information--from the lessons in the club to them, and from them to others. This model of the diffusion of information and influence through information is well-known in the diffusion research literature (2). Was it at work in the ESGs? Definitely, from the response of these women.

TABLE 25. Do You Formally or Informally "Teach" Others What You Learn From Your ESG Lessons?

	%
Yes	83
No	17
Total	100
x^2=115.58, 1 df, <.001.	N=268

We next asked just whom they taught.

TABLE 26. Who Do You "Teach" ESG Lesson Material To?

	%
Friends	67
Relatives	61
Formal Contacts and appearances	5
Co-workers	1
Clients	1
Others	5
Total	100

(More than one answer possible. N=277.)

Friends and relatives were far and away the most usual recipients of the information passed on by ESG members reporting.

Finally, we asked just how they passed on the information from the ESG lessons to those they "taught."

TABLE 27. Major Ways You Teach ESG Materials to Others

	%
Tell, show, advise	83
Show bulletins, materials	5
Do a project	2
Formal presentations-- speeches, lessons, before groups	2
Invite people to ESG meetings	1
Other	7
Total	100

(More than one answer possible. N=159.)

Most "teaching" done by ESG members takes the form of informal contacts with friends and relatives, to whom they talk about what they have learned.

Reasons for Joining, Not Joining, Dropping Out of ESGs

We asked the ESG members what was the most important thing for them about their ESG.

TABLE 28. For You, What is the Most Important Thing About Your ESG?

	%
Learning, keeping up to date	47
Fellowship, socializing	37
Exchange of ideas	7
Helping others together	2
Being leader, presenting lessons	1
Other	6
Total	100
	N=248

Both learning and socializing ranked high. Together they represent 84 percent of the responses.

Responses as to the most important thing about the ESG did not differ in proportion by area of the state, number of years in ESG, age, home location, annual income, number of non-ESG formal organizations belonged to, or the number of ESG members.

Next we sought help from these women in determining why women join ESGs, why they don't, and why they drop out. Our hope was that answers to these

questions would point to ways to improve enrollment in, and the nature of, ESGs. We asked a series of open-ended questions for them to respond to.

TABLE 29. Major Reasons Women Join ESGs. (More than one response possible.)

	%
Fellowship--friends belong, meet people, be with different age groups	31
To learn--get questions answered, useful information, free information	30
Interesting home and family topics--wills, communication, homemaking, buying, finances, nutrition, etc.	13
Share ideas, talk over problems	5
Learn about community affairs, citizenship	4
Getting away from home, a day out, different people	4
Keeping up to date	3
Crafts, do things, use hands	3
Stimulation, enjoyment, creativity, improve self	2
Enjoy varied subject matter	1
Teaching lessons	1
Other	3
Total	100
	N=648

These responses corresponded well with the answers the women gave for what they themselves found most important about the ESGs--fellowship and learning led both lists. The learning emphasis comes through strongly in the total responses.

TABLE 30. Major Reasons Women Don't Join ESGs. (More than one response possible.)

	%
Lack of time--too busy	25
Not interested--self-satisfied	14
Don't know about ESG--not informed, no friends in ESG, not invited to join	13
Women working	11
Too involved at home	9
Same old ideas--not enough variety	5
No crafts	4
Don't want to be involved, bothered	3
Existing clubs not attractive	3
Too many older women in ESGs	2
Can't get babysitter	1
Afraid to be a leader, teacher	1
Unable to drive or entertain	1
Don't like women's organizations--catty, gossipy	1
Prefer more social clubs	1
Waste of time, bored, not important	1
Information available without joining ESG	1
Problems in starting new clubs	1
Other	3
Total	100
	N=560

Lack of time ranked first. But lack of motivation was second, and lack of information about ESGs was third. The latter two in particular would seem to be worthy of ESG consideration in recruiting new members. Very few reasons were aimed at the ESGs. Most were more personal reasons.

TABLE 31. Major Reasons Women Drop Out of ESGs. (More than one response possible.)

	%
ESG not interesting, challenging, helpful	17
Lack of time--too busy	16
Not enough variety and interest in lessons	14
Not personally interested or involved	12
Women working or going to work	8
Family circumstances	6
Not enough hand work, activities, crafts	6
Poor health, including aging	5
Lack of member compatibility	5
Can't drive, or moved so too far to drive	3
Changing life stage changes interests	2
So many other social and educational opportunities	2
Afraid of, or don't want to, hold office, teach	2
Not being able to entertain	1
Other	1
Total	100

N=561

Leading response to the open-ended question was "ESG not interesting, challenging, helpful." That, added to the third-ranked response "not enough variety and interest in lessons" and the response "not enough hand work, activities, crafts," is 37 percent of the responses--all critical of the ESGs. The remainder seem to be mainly personal reasons that might affect one woman but not necessarily another.

DISCUSSION

According to these 279 respondents, the Michigan Extension Study Groups are alive and well!

They generally feel that their ESGs are a helpful, important, satisfying part of their lives. ESGs could be improved. But they are important as they are now.

They see the ESGs as important to them personally, rate them quite favorably in relation to other organizations they belong to, and generally said they are quite satisfied with their own ESG.

Apparently the lessening of help to the ESGs from the EHEs has not created pressing problems for these members. Certainly the women seem to be aware of the multitude of activities and responsibilities their EHEs have.

At the same time, they also said they'd like to see their ESG doing something different. The responses to this question were not in terms of restructuring the ESGs or the ESG system, the general objectives of the ESGs, or the general ways the ESG system operates. Instead, the comments largely were aimed at improving what exists now.

"Offering crafts and skills" and "lesson improvement" were the two most often mentioned things these members would like to see their ESGs doing differently. In the mid-60's, Extension in Michigan was attacked by legislators and others for having crafts in the ESGs. It was looked on then--and continues to be--as a non-priority activity not to be supported generally from state monies.

As a result, the Extension Family Living Education program staff examined ESG lesson offerings and dropped those they felt were subject to such criticism, at one time told ESGs they could not have craft lessons or materials, and now says if ESGs do crafts they do them on their own and cannot do them under the name of or auspices of Extension.

Respondents to this questionnaire make a case for there being crafts available for them some way. They like crafts. And particularly older women want and need something to do with their hands. Eyesight fails, ability and desire to concentrate on and understand abstract material is lower. One thing they can still do well and enjoy is hand work such as is involved in various crafts.

At the same time, it wasn't just older women who favored more crafts and skills work in the ESGs. Of those listing more crafts and skills as a change they'd like to see in their ESGs, almost 50 percent were 50 or under. Forty percent were between 51 and 64.

Extension does have materials and programs that include hand work--such as re-upholstering furniture, making drapes, etc. Here the hand work skill is an integral part of the useful product outcome.

Also Extension does have an interest in promotion of the cultural arts and of home industries in Michigan. Both areas seem defensible as educational programs, and both provide various opportunities for hand work.

So there are programs and materials involving hand work in the priority areas of Family Living Education program. However, with the limited number of specialist staff and other resources in that program area, the amount of new materials is not likely to expand.

Respondents to this question also emphasized the basic homemaking skills training interests they have as much as or more so than their interest in crafts. Apparently no organization is filling that skills gap the way Extension used to for the study groups.

Many of those commenting on their desire for more crafts used that word to describe what they wanted--and sometimes made it "arts and crafts." Those wanting more skills training were more specific--listing such skills as furniture refinishing, chair caning, sewing, making decorations,

making rag rugs, knitting, interior decorating, flower arranging, and cake decorating.

They want more lessons centered around their home life, the chance to make something, they say. Many of them blame the lack of crafts and skills training in the ESGs for the drop in ESG membership.

One woman highlighted one of the major problems with traditional teaching--"It's boring just to sit and listen to someone explain something!" They want to do things, to be involved. Better teaching methods could help this situation.

The theme of "lesson improvement" for the ESGs runs through responses to this question and others. Responses point out the lack of new lesson materials in many areas, lack of training sessions, and the "overemphasis" from many of these ESG members' point of view on the young homemaker when so many ESG members are no longer in that category. Again, lack of resources in Extension may hinder giving extensive help with these concerns. But they are important to deal with in some way.

The emphasis on learning in the ESGs is what makes ESGs different from most other women's organizations that the majority of women belong to. One hears the comment from some people that ESGs are only an excuse for women to get together and gossip, and nothing constructive happens with them.

It is true that fellowship and socializing is a strong factor in what these women say they like about the ESGs. But learning is right up there as strong or stronger. They do want to learn. And they're unhappy when the learning materials and presentations aren't as good as they ought to be.

Some Family Living Education training programs for both EHE and for ESG members have not only taught new subject matter but also have part of the time tackled the question of "How are you going to teach this subject matter effectively back home?"

If the approach of having ESG representatives coming to a central point to receive training, and then their going back to their respective ESGs and re-teaching the same material, is to be most effective, then more instruction in how to teach probably ought to be an integral part of any training session. This leader-training process of diffusing information has been under attack in some quarters for not getting the job done. But it may be not so effective as one would like because the instruction on how to teach the subject matter often has not been included in the leader training. Usually the instructional time is spent solely on gaining subject matter competency.

At the same time, there are some real dilemmas in depending on volunteer leader-teachers for the dissemination of information and skills. One is the variability in motivation to successfully teach. Another is the variability in actual teaching performance. One alternative is to build a system of "outside" experts who are both motivated and who are good at teaching. Extension agents and specialists largely fit these categories. But there are too few of them to have them do all the teaching for the ESGs. Is it possible to find others in local areas who fill the bill? Sometimes. But again, how do you make their talents available to all the numerous ESGs in their areas?

So there appears to be no easy or clear solution to these dilemmas. Working to perfect and expand all the various alternatives, as appropriate for a particular county or area, might be most effective.

Another need expressed by respondents was for more learning materials aimed at specific audiences within the ESGs. There is considerable heterogeneity in age, for example, among ESG members. Some respondents pointed out this as an advantage--different age groups are together in the same club and can share knowledge, skills, insights productively.

Other respondents point out the differing interests and needs of the diverse age groups. For example, materials and programs for young homemakers

simply aren't relevant any more for most women over 50. Too, members who have been in ESGs for a long time have been exposed to most of the lessons and ideas from Extension. They need new ideas, materials, challenges, lessons at a higher skill and concept level than before. Finally, differences in ability to see and to concentrate also can vary with age. And so what one age group finds possible and satisfying another age group may not.

When asked for the major reasons women join ESGs, these respondents gave as their top choices the same reasons they themselves felt ESGs were important to them personally--for learning and for fellowship. These would probably be the main reasons they themselves would give to other women to convince them they should join an ESG.

The major reasons given on the other side--why women don't join ESGs, and why women drop out of ESGs--were several. For both non-joiners of and dropouts from ESGs, the respondents gave "lack of time" as a major reason. Another for both was lack of motivation--a feeling of self-satisfaction, not wanting or needing to learn, on the part of the woman.

Another major reason women don't join was given as their not being informed about ESGs, or not asked, or not having friends in the ESG. These replies speak to a number of things that could be done to make ESGs more attractive initially to other women.

Another major reason women drop out of ESGs relates to the reason they join--the lessons. These women said if members find not enough variety and interest in the lessons, they drop out. This just reinforces what these women said elsewhere--the lessons are important to them. Poor lessons or poor performance of the lessons by the presenters turn them off and can help women decide not to stay in the club.

These respondents seemed to be supportive of their EHE in her efforts to help the ESGs--even though they definitely saw her as busy in many other

areas of responsibility, and limited by time and geography and those other responsibilities in what she might do for the ESGs.

Overall, then, it seems that these women support the Extension Study Groups. There also seems to be plenty of opportunity for continued development of the clubs and of the learning materials and presentations for them.

SUMMARY AND CONCLUSIONS

A questionnaire was distributed to 573 1971-72 members of the Michigan Association of Extension Homemakers during the spring of 1972. As members of Extension Study Groups around the state, they were asked about their ESGs in an effort to learn how well ESGs are now functioning and what could be done to attract more women to them. Some 279 women responded.

Respondents were proportionately equally distributed among the three major geographic parts of the state--the upper peninsula, the upper-lower peninsula, and the lower-lower peninsula. They tended to live more in the rural areas, to be over 40 years of age, have an annual family income of $5,000 and over, were active in a number of formal organizations, and in terms of how long they had been members of ESGs ranged from 1 year to 52.

They felt the ESGs to be important to them personally. In general, the higher the age the more important the ESGs were. The same was true for longevity as an ESG member--women who were members for a longer time tended to see the ESGs as more important to them.

Some 90 percent of the respondents felt the ESGs were more important than some, most, or all the other organizations they belong to. However, there was a tendency for women belonging to the most other organizations to rate the ESG as less important than women belonging to few or no organizations.

Over 75 percent of the women said they were either "satisfied" or "somewhat satisfied" with their ESGs. There was some difference by area of the state--with the upper peninsula women being the most satisfied. Major dissatisfactions were with the quality of lessons, and with the lack of homemaking skills training and crafts.

A majority reported their Extension Home Economist's help to their ESGs to be adequate--41 percent reported it as very adequate. Most of their

comments about their EHEs pointed up her professional capabilities and her pleasing personality and enthusiasm.

Respondents seemed to understand all the variety of activities and responsibilities the EHE has. For themselves, they felt that her planning lessons for the ESGs and providing consumer information were most important. For their communities, they felt that her cooperating with other agencies and community groups, and her mass media educational work were most important--with providing consumer information running third.

These ESG members reported that they did pass on to others--mainly relatives and friends--things they learned through the ESGs. They do so by telling, slowing, and advising.

The most important things about their ESGs for them are learning and fellowship. They see these two factors as the most important reasons women join ESGs as well.

Women don't join, they say, first because of lack of time and second because they're not motivated--are satisfied with themselves as they are. Women drop out of ESGs mostly, they believe, because the club is not interesting, challenging, or helpful, and because they lack time.

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3. Glen L. Taggart, Margaret B. Harris, and Edna E. Somerfeld, Survey of Home Demonstration Membership, Michigan 1954-55. Cooperative Extension Service, Michigan State University, East Lansing, Michigan, 36 pp.

APPENDIX

1. Hamlin covering letter to Extension Home Economists.

2. Miller covering letter to Extension Home Economists.

3. Extension Home Economist covering letter to Extension Study Group members.

4. The questionnaire.

5. Miller covering letter to Extension Home Economists sent with followup cards.

6. Extension Home Economist followup card to Extension Study Group members.

COOPERATIVE EXTENSION SERVICE
Michigan State University
U.S. Department of Agriculture
& Cheboygan County Cooperating

CHEBOYGAN COUNTY
County Building-Cheboygan 49721
627-4501

May 25, 1972

Dear Co-worker:

Your Research Committee (the District II Home Economists) need your help. We have been working with Mason Miller the past year and a half to devise a method to find out how Extension Study Groups in Michigan are functioning. This questionnaire is the result of our work, and we are asking you to help us distribute it according to the formula which is enclosed.

Will you please sign the cover letter, because we feel your Extension Homemakers will be more apt to respond to a questionnaire carrying your signature than a research committee they don't know. Hopefully this will give us a higher return of questionnaires.

Floyd Fladseth has approved these questionnaires for the penalty mail.

Thank you for your help. We will share the results with you in our report at Annual Conference.

Sincerely,

Bonnie M. Hamlin

Bonnie M. Hamlin, Chairman
Research Committee

Other members:

Julia Beard
Mary Luttinen
Merrily Baldwin
Martha Martin
Susan Smalley

COOPERATIVE EXTENSION SERVICE

MICHIGAN STATE UNIVERSITY • EAST LANSING • MICHIGAN 48823

AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING

College of Agriculture
and Natural Resources
Education Institute
Agriculture Hall

May 25, 1972

Dear :

Bonnie Hamlin's letter tells you what this is all about. I've sent this packet to you, since we had to select one Home Economist in each area. I would hope that you can share the information of what this is all about, and maybe the task of getting the job done, with the other Home Economists in your area.

The work involved isn't too bad, but it does entail following our instructions closely and carefully.

We're trying to draw a statewide random sample of Extension Study Group Members. To do that, we need your help. Here's the procedure:

1. Take the mailing list for Extension Study Group members in each of your counties separately.

   Number the names consecutively from 1 through however many you have.

   For _____ County's list, start with the No. _____ name. Make up a list of names for this research mailing starting with that name and then selecting every _____ one after that until you have made up a list with _____ names on it. That is the number of questionnaires we want you to send out -- _____.

   (As an example, say X County has 400 names on their Extension Study Group membership list. Say I asked them to start with the 5th name and take every 35th name after that until they had a list of 14 names. This would mean their mailing list for the questionnaire would consist of names No. 5, 40, 75, 110, etc., (adding 35 each time) until they had drawn 14 names.)

   Several of you have more than one county.

   For _____ County, start with the No. _____ name. Select that name and every _____ name after that until you have made up a list of _____ names to be sent the questionnaire.

For _____ County, start with the No. _____ name.

Select that name and every _____ name after that until you have made up a list of _____ names to be sent the questionnaire.

For _____ County, start with the No. _____ name.

Select that name and every _____ name after that until you have made up a list of _____ names to be sent the questionnaire.

For _____ County, start with the No. _____ name.

Select that name and every _____ name after that until you have made up a list of _____ names to be sent the questionnaire.

For _____ County, start with the No. _____ name.

Select that name and every _____ name after that until you have made up a list of _____ names to be sent the questionnaire.

2. Then sign the covering letters and take sets of the covering letter, questionnaire, and return envelope and mail to each of the persons on the questionnaire mailing list. You can use penalty envelopes to do this mailing.

3. If you have any questions or problems, PLEASE CALL ME! We'd like to get the questionnaires all mailed out within a week from now, if possible. Hopefully, the responses will come in within the next two weeks.

Thanks for your help. We hope to gain some valuable information from this study for your consideration. PLEASE keep the mailing list in case we need to send out a reminder to them.

Sincerely,

Mason E. Miller
Specialist in Communications

MEM:nae

Enclosures

COOPERATIVE EXTENSION SERVICE

MICHIGAN STATE UNIVERSITY • EAST LANSING • MICHIGAN 48823

AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING

College of Agriculture
and Natural Resources
Education Institute
Agriculture Hall

Dear Extension Study Group Member:

We need your help. We Extension Home Economists are concerned with our study groups. We need to find out more about how well they are functioning and how they are benefitting you.

So we've put together the accompanying list of questions. You can help us by thoughtfully answering them.

We're asking you about the Study Groups. And we're asking you about us. We want to know more about how to serve you best.

We are not contacting every ESG member. That makes your opinion even more important to our study. So please do fill out the questionnaire right away and return it.

Rest assured that your answers will remain confidential. All answers will be grouped so that no individual can be identified. We're asking you to send the completed questionniare to a "neutral" office on the MSU campus. That office will do all the handling of the data. None of us will see individual questionnaires.

Thank you for your help. We think the results from this questionniare will help both you and us.

Sincerely,

Extension Home Economist for the
Members of the Michigan Association of
Extension Home Economists

nae

Enclosure

CANREI 5/72

DO NOT WRITE in this column

Michigan Association of
Extension Home Economists

EXTENSION STUDY GROUP MEMBER SURVEY

1 2 3 4

5

1. How many years have you been a member of an Extension Study Group (ESG)?

   No. years _____

6-7.

2. Your age is (check one):

18-21	____
22-30	____
31-40	____
41-50	____
51-64	____
65 and over	____

8.

3. Your home is (check one):

Rural farm	____
Rural nonfarm	____
City (under 10,000)	____
City (over 10,000)	____

9.

4. Your family's yearly income is (check one):

$3,000	____
$3,000-$5,000	____
$5,000-$7,500	____
$7,500-$10,000	____
$10,000 and over	____

10.

5. How important is your Extension Study Group (ESG) to you? (check one space only)

   Of no importance/ / / / / /Very important
   1 2 3 4 5

11.

6. How many formal organizations do you belong to (DO NOT count your ESG):

   No. _____

12.

7. Now, think of your ESG as one of those formal organizations. How important is it to you in relation to these other organizations?

Least important	____
More important than some	____
More important than most	____
Most important	____

13.

8. How would you rate your current level of satisfaction with your ESG? (check one only) 14.

Dissatisfied	____
Somewhat dissatisfied	____
Neither	____
Somewhat satisfied	____
Satisfied	____

9. How adequate is the help your Extension Home Economist gives your ESG? 15.

Very adequate/ 1 / 2 / 3 / 4 / 5 /Very inadequate

10. Please explain why you answered No. 9 as you did. 16-17.

11. Would you like to see your ESG doing something different from what it does now? 18.

Yes ____ 1 No ____ 2

12. If you said "yes" to question 11, explain what you would like to see done differently. 19-20.

13. Do you formally or informally "teach" others what you learn from your ESG lessons? _____ 21.

Yes _____ 1 No _____ 2

14. If "yes" who do you teach and how? (not names, but classes such as sister, mother, neighbor, friend, children, etc.) A-22-23

A. Who	B. The Major Way You Teach Them	
1. _____	_____	B-24-25
2. _____	_____	
3. _____	_____	

15. For you, what is the most important thing about your ESG? 26-27.

16. What, in your opinion, are the major reasons women do join ESG's? 1-28-29

1.

2. 2-30-31

3. 3-32-33

17. What, in your opinion, are the major reasons women don't join ESG's? 1-34-35

1.

2. 2-36-37

3. 3-38-39

18. What, in your opinion, are the major reasons women drop out of ESG's? 1-40-41

1.

2. 2-42-43

3. 3-44-45

19. The Extension Home Economist does many things. Check below all the things you believe she is involved in. _____ 46.

0 _____ plan lessons for ESG members
1 _____ assist families who have limited resources
2 _____ train 4-H leaders
3 _____ provide answers to homemaker's questions
4 _____ organize programs for all family members
5 _____ provide resources people for local programs
6 _____ does radio, TV programs, newspaper articles
7 _____ cooperates with other agencies and community groups
8 _____ keeps herself up to date professionally
9 _____ provides consumer information

20. Of those things you checked above, which number is the most important to you? _____ 47.

No. _____

21. Of those you checked above, which number is the most important to your community? _____ 48.

No. _____

22. Finally, how many members are there in your ESG? _____ 49-50.

No. _____

THANK YOU FOR YOUR HELP.

RETURN THIS QUESTIONNAIRE IN THE ACCOMPANYING ENVELOPE TO:

Agriculture and Natural Resources Education Institute
410 Agriculture Hall
Michigan State University
East Lansing, Michigan 48823

COOPERATIVE EXTENSION SERVICE

MICHIGAN STATE UNIVERSITY • EAST LANSING • MICHIGAN 48823

AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING

College of Agriculture
and Natural Resources
Education Institute
Agriculture Hall

Dear

This is a followup to the mailing out of questionnaires you did last month for the Extension Study Group research.

About half the Extension Study Group members sampled have sent in responses. We need to encourage the rest to reply if at all possible.

Enclosed are cards enough so that you can mail one to each of the persons to whom you originally sent questionnaires. Please sign them and address them and mail them as soon as possible.

Of course we aren't able to tell just who did or did not reply. So we have to make a mailing to everyone to whom you sent originally.

Thank you for your help. If you have questions, let me know.

Sincerely,

Mason

Dr. Mason E. Miller
Specialist in Communications

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
U. S. DEPARTMENT OF AGRICULTURE AND MICHIGAN STATE UNIVERSITY COOPERATING

Dear Extension Study Group Member:

Some time ago, I sent you a questionnaire meant to gather information that would help our Study Groups.

We do need this information. It should help your Study Group, too.

My thanks to those of you who have returned the questionnaire.

For those of you who haven't yet returned it, we're relying on you very much to help us in this study. We need your opinions and reactions if we are going to be able to get the most benefit out of this questionnaire.

SO--please do fill out the questionnaire and send it in now.

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of Extension Home Economists

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East Lansing, Michigan 48823

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